



Impact of different parenting styles on the Personality Trait of the Younger Child

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Abstract: This study explores the impact of various parenting styles—uninvolved, democratic, autocratic, and permissive—on the personality traits of younger children. Rooted in organizational and developmental psychology, the research aims to understand how these parenting approaches shape personality outcomes in children. A quantitative research design was employed, using standardized questionnaires to collect data from 153 participants. Descriptive statistics, regression analysis, and Pearson correlation were applied to analyze the data. The results revealed no statistically significant relationship between any specific parenting style and the personality traits of the younger child. Despite this, moderate negative and positive correlations were observed among the parenting styles themselves, indicating potential interdependencies in parenting behaviors. The findings challenge some prior studies that suggested stronger links between parenting methods and personality development, highlighting the need for more nuanced, longitudinal, and culturally diverse investigations in future research. The study contributes to the literature by encouraging a broader consideration of contextual, familial, and developmental factors in personality formation.

Keywords: *Parenting styles, Personality traits, younger child, Uninvolved parenting, Democratic parenting, Autocratic parenting, Permissive parenting.*

1. Introduction

Parenting has a paramount influence on a child's personality, behaviour, and general development. The manner in which parents engage with their children, administer punishment,

and provide emotional support significantly influences their personality characteristics and psychological health. Psychologists and academics have thoroughly examined the influence of diverse parenting styles on child development, emphasizing how distinct methods may result in varying personality results. The youngest kid in a family often has distinct parenting experiences influenced by birth order, parental expectations, and sibling interactions. The four main parenting styles—authoritative, authoritarian, permissive, and neglectful—exert unique influences on a child's personality characteristics. These types were first delineated by psychologist Diana Baumrind and then elaborated upon by scholars Maccoby and Martin. The authoritative parenting style is defined by warmth, attentiveness, and well-defined limits. Children nurtured in this setting often develop elevated self-esteem, social proficiency, and autonomy. Conversely, authoritarian parenting is characterized by rigidity and control, often resulting in children who exhibit obedience but may have diminished self-confidence and social anxiety.

Conversely, permissive parenting is characterized by much warmth coupled with less discipline and order. This may lead to youngsters exhibiting impulsivity, less responsibility, and difficulties with self-regulation. Finally, negligent parenting, characterized by little emotional support or monitoring, may result in significant adverse effects, including diminished self-esteem, subpar academic achievement, and challenges in establishing healthy relationships. The youngest kid in a household often has a distinct parenting experience compared to older siblings. Parents may take a more lenient approach with younger children, either owing to experience or fatigue from raising several offspring. This permissiveness may result in a more easygoing and socially extroverted disposition. In some instances, smaller children may feel eclipsed by their older siblings, adversely affecting their self-esteem and autonomy. Younger children may get more attention and love from parents, so enhancing their emotional intelligence and adaptability. The influence of parenting techniques on personality characteristics may be examined via the lens of the Big Five personality dimensions: openness, conscientiousness, extraversion, agreeableness, and neuroticism. Authoritative parenting often fosters conscientious and pleasant children, however authoritarian parenting may lead to increased neuroticism. Permissive parenting may result in less conscientiousness, whereas negligent parenting might foster emotional instability and reduced extraversion.

Comprehending the impact of parenting techniques on personality characteristics is crucial for parents, educators, and psychologists. It facilitates enhanced parenting practices, early interventions, and customized ways to promote healthy personality development in children. By using a balanced and supportive parenting strategy, parents may cultivate confident,

emotionally intelligent, and well-adjusted adults. This research seeks to investigate the influence of various parenting techniques on the personality characteristics of young children, focusing on their emotional, social, and cognitive development. This study aims to elucidate the effects of parental behaviour, disciplinary techniques, and emotional support on enhancing child-rearing practices for favorable personality development.

2. Review of Literature

Given the widespread belief that parents' personalities influence their actions as caretakers, this research used data from the SMILE project to look at how 688 parents of teenagers in the Netherlands rated their own personalities in relation to their parenting style. Researchers looked at participants' Big Five personality characteristics and used their results to classify their parenting styles as either authoritarian, indulgent, supportive, or uninvolved. We used regression models to find out which personality factors were linked to different parenting styles and dimensions. The qualities of agreeableness and extraversion, which represent our relationships with other people, were associated with supportiveness. Less stringent control was linked to emotional stability. Those who were less emotionally stable, more extroverted, more pleasant tended to have more authoritarian parenting approaches. Though they may be linked to parenting behaviours that are more content-specific, openness and conscientiousness did not correlate with parenting in general (Huver, 2010).

The purpose of this research is to investigate how different parenting approaches and treatments shape a child's character. This work was motivated by the scarcity of research on parenting in combination with other psychosocial variables, the paucity of literature about parenting and personality, and the importance of the topic. This research delves at the ways in which characteristics like birth order, together with an individual's exposure to diverse parenting styles and other forms of differential treatment, might shape their personality. The paper's primary goals are to (1) identify the elements that influence an individual's personality and (2) assess the influence of parental treatment and parenting style on children's personalities. A child's personality was evaluated using the Brief HEXACO Inventory. Parents as Social Context Questionnaire (Child Report) to investigate the impact of parenting styles on personality; Sibling Inventory of Differential Experience (SIDE) to examine differential treatments. The study's age range was 17–25, and it had 342 participants. The data was subjected to Regression Analysis and Correlation Analysis. The goals discussed in this article are only a few of the many that contribute to shaping a child's character. It was concluded that these elements are crucial for a person's personality development (Ihtesham, 2022).

A child's personality and behaviour traits are greatly influenced by the sort of interactions he or she has with his or her parents, according to a large body of study in the fields of psychology, pedagogy, & education. Thus, a child's psychological issues and even the development of childhood neuroses may be triggered by disruptions in the family's educational system and the peace between parents and children. Since different parenting methods impact children's development in different ways, that is the purpose of this essay (Karamat, 2024).

3. Methodology

3.1 Aim

The aim of the study was to examine the impact of impact of different parenting styles on the personality trait of the younger child.

3.2 Variable of the Study

Independent Variable

Parenting Styles: Various approaches to parenting, include the following four categories: hands-off, democratic, authoritarian, and permissive. Different parenting styles are a reflection of the different degrees to which parents are involved in their children's upbringing. In contrast to democratic parenting, which is defined by high levels of warmth and suitable control, engaged parenting is characterized by low levels of warmth and control. The hallmarks of autocratic and permissive parenting styles are extreme coldness and lack of warmth, respectively.

Dependent Variable

Personality Traits: Personality qualities, which are a person's distinctive ways of thinking, feeling, and behaving. Some examples of these characteristics are extroversion, neuroticism, agreeableness, conscientiousness, and openness to new experiences.

3.3 Research Objectives

- a) To examine the impact of different parenting styles (uninvolved, democratic, autocratic, permissive) on the personality traits of younger children.
- b) To analyze the relationship between parenting styles and personality traits of younger children.

3.4 Hypothesis

- a) There is significant impact of Uninvolved Parenting on personality traits among younger children.
- b) There is significant impact of Democratic Parenting on personality traits among younger children.

- c) There is significant impact of Autocratic Parenting on personality traits among younger children
- d) There is significant impact of Permissive Parenting on personality traits among younger children.
- e) There is relationship between parenting styles and personality traits among younger children.

3.5 Participants of the Study

The participants in this study consisted of 153 younger children, ranging in age from 15 to 30 years, who were selected using a convenience sampling method.

3.6 Data Collection Instruments

This study's data came from two standardized instruments: the Ten-Item Personality Inventory (TIPI) and the Parenting Style Scale.

3.6.1 Data Collection Procedure

Two standardized questionnaires, the "Parenting Style Scale and the Ten Item Personality Inventory," were used to collect data for this study. In order to achieve the aims of the study, each questionnaire was hand-picked to assess several components. A complete explanation of the study's aims, an invitation to take part, and a stack of questionnaires were sent to participants. The researcher's contact information, privacy policies, and other pertinent documents were included in this bundle, along with a wealth of study materials. A thorough discussion of the tools was to take place over the course of ten minutes.

3.6.2 Parenting Style Scale

An individual's level of connection to their parents can be measured using a specially developed scale. Respondents may choose from five possible score options on this 44-item scale: "often," "often," "sometimes," "rarely," and "never." The values of the responses are ['always'= 4, 'often'= 3, 'sometimes'= 2, 'rarely'= 1, and 'never'= 0]. Using this scoring approach, we may statistically evaluate the replies; higher scores show that the examined characteristic or behaviour is more widespread.

Reliability

The Parenting Style Scale was administered to 525 students in Rohtak and Bhiwani, Haryana State, using the Test-Retest and Split-Half techniques to assess its reliability. A substantial correlation value of 0.911 at the 0.01 level was observed when the Test-Retest technique was used with a 30-day gap between tests, indicating strong dependability over time. The Split-Half approach yielded a statistically significant coefficient of 0.795 at the 0.01 level when tested using the Spearman-Brown Prophecy Formula. This provides evidence that the partition of the

scale into halves achieved an adequate level of regularity. The reliability coefficients for several parenting ideologies were also determined using the Test-Retest method.

3.6.3 Ten Item Personality Inventory

The short and self-reporting TIPI measures the personality qualities that make up the five-factor model (FFM). The five big-five personality traits—emotional stability, extroversion, openness, agreeableness, and conscientiousness—are assessed using two items per scale in the TIPI. The following personality qualities are measured by the TIPI scale using reverse-scored items: agreeableness ($r=2, 7$), conscientiousness ($r=3, 8R$), emotional stability ($r=4, 9R$), openness to experience ($r=5, 10R$), and extraversion ($r=1, 6R$).

Reliability

Structural reliability (Cronbach's alpha) values between 0.67 and 0.78 for the five TIPI scales suggest high reliability. The consistent and dependable findings provided by these coefficients are sufficient for a brief measure like the TIPI.

Statistical Analysis

To analyze the data, the study team used SPSS software. To test the hypothesis, we will utilize descriptive statistics; to validate it, we will employ regression and Pearson correlation studies.

3.6.4 Data Analysis

This chapter presents the analysis of the data collected to explore the impact of different parenting styles on the personality traits of the younger child. The data was gathered using standardized questionnaires administered to a carefully selected sample. Descriptive and inferential statistical techniques were employed to interpret the relationship between parenting styles—authoritative, authoritarian, permissive, and uninvolved—and the Big Five personality traits of the younger child. The findings are organized in a series of tables and graphs to highlight key patterns, relationships, and significant outcomes relevant to the research objectives.

Table 1: *Descriptive statistics of all variables*

	<i>Uninvolved Parenting</i>	<i>Democratic Parenting</i>	<i>Autocratic Parenting</i>	<i>Permissive Parenting</i>	<i>Personality Traits</i>
Mean	14.36601	29.05882	24.09804	20.90196	43.42484
Standard Deviation	8.464906	11.17459	7.874647	7.601735	5.464831
N	153	153	153	153	153

The descriptive data for all main factors under examination are presented in Table 1. These variables include the younger child's general personality qualities and four parenting styles (Uninvolved, Democratic, Autocratic, and Permissive). With the highest mean score ($M = 29.05$), Democratic Parenting appears to be the most often mentioned parenting style among the participants. The next most common parenting style is authoritarian ($M = 24.09$), then permissive ($M = 20.90$), and finally uninvolved ($M = 14.37$), the type with the lowest average and the least representation in the sample. Democratic Parenting had the greatest standard deviation ($SD = 11.17$), suggesting that opinions on this parenting style ranged widely, as shown by the large degree of variety in replies. Personality characteristics, on the other hand, show a low standard deviation ($SD = 5.46$) and a very high mean score ($M = 43.42$), suggesting that the younger children's qualities are generally constant across the sample. All variables have a consistent sample size ($N = 153$), guaranteeing that the results are comparable and consistent. In sum, the table summarizes the distribution and key patterns, laying the groundwork for more inferential research.

Table 2: *Regression analysis of impact of Uninvolved Parenting on personality traits among younger child*

Regression Statistics	
Multiple R	0.019028
R Square	0.000362
Adjusted R Square	-0.00626
Standard Error	5.481904
Observations	153

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	1.643482	1.643482	0.054689	0.815412
Residual	151	4537.742	30.05127		
Total	152	4539.386			

H1: There is significant impact of Uninvolved Parenting on personality traits among younger children

Table 2 shows the outcomes of a regression study that looked at how Uninvolved Parenting affected the younger child's personality. With a R Squared value of 0.00036, Uninvolved Parenting explains a statistically insignificant 0.036% of the variation in personality characteristics. Much beyond the standard cutoff of 0.05, the F-value is 0.0546 and the p-value is 0.815. This strongly implies that there is no statistically significant association

between Uninvolved Parenting and personality characteristics. This finding provides rejection the hypothesis (H1), which postulates that Uninvolved Parenting significantly affects younger children's personality characteristics. Therefore, it can be concluded that the younger kid in the sample did not have any significant impact on their personality development from Uninvolved Parenting.

Table 3: *Regression analysis of impact of Democratic Parenting on personality traits among younger child*

Regression Statistics	
Multiple R	0.008961
R Square	8.03E-05
Adjusted R Square	-0.00654
Standard Error	5.482677
Observations	153

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	0.364497	0.364497	0.012126	0.912463
Residual	151	4539.021	30.05974		
Total	152	4539.386			

H2: There is significant impact of Democratic Parenting on personality traits among younger children

The regression study that found that Democratic Parenting had an effect on the younger child's personality attributes is shown in Table 3. Democratic parenting only accounts for 0.008% of the variation in personality characteristics, according to the exceedingly low R Square value (0.00008), which is considered statistically insignificant. Well beyond the conventional 0.05 cutoff, the F-value is 0.0121 and the p-value is 0.912. This indicates that Democratic Parenting does not appear to have any discernible effect on the younger child's personality. Consequently, we hold that and reject the hypothesis (H2), which claims that Democratic Parenting significantly affects the younger child's personality characteristics. Democratic parenting appears to have little effect on the younger child's personality development in this group, according to the data.

Table 4: *Regression analysis of impact of Autocratic Parenting on personality traits among younger child*

Regression Statistics	
Multiple R	0.003879

R Square	1.5E-05
Adjusted R Square	-0.00661
Standard Error	5.482855
Observations	153

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	0.0683	0.0683	0.002272	0.962046
Residual	151	4539.317	30.0617		
Total	152	4539.386			

H3: There is significant impact of autocratic Parenting on personality traits among younger children

Table 4 displays the outcomes of the regression analysis that was carried out to investigate how Autocratic Parenting affected the younger child's personality attributes. Autocratic parenting explains just 0.0015% of the variation in personality characteristics, suggesting a virtually insignificant influence, according to the extremely low R Square value (0.000015). The p-value is 0.962 and the F-value is 0.0023, both of which are much higher than the generally accepted 0.05 criterion. The results show that the regression model does not have any statistical significance. Thus, we reject the third hypothesis, which claims that autocratic parenting significantly affects the younger child's personality characteristics. The results of this study indicate that younger children's personality characteristics are not greatly impacted by autocratic parenting.

Table 5: *Regression analysis of impact of permissive Parenting on personality traits among younger child*

Regression Statistics	
Multiple R	0.004217
R Square	1.78E-05
Adjusted R Square	-0.0066
Standard Error	5.482848
Observations	153

ANOVA					
	<i>df</i>	<i>SS</i>	<i>MS</i>	<i>F</i>	<i>Significance F</i>
Regression	1	0.080722	0.080722	0.002685	0.958741
Residual	151	4539.305	30.06162		
Total	152	4539.386			

H4: There is significant impact of permissive Parenting on personality traits among younger children

The findings of the regression analysis that looked at how Permissive Parenting affected the younger child's personality characteristics are shown in Table 5. Because of the pitiful R Squared value of 0.0000178, we may conclude that permissive parenting accounts for a negligible (0.00178%) portion of the variation in personality characteristics. The p-value is 0.958 and the F-value is 0.0027, both of which are much higher than the commonly accepted 0.05 criterion. The results show that there is no statistical significance in the regression model. This leads us to reject the fourth study hypothesis, which posited that Permissive Parenting significantly influences the younger child's personality characteristics. The results indicate that the personality characteristics of the younger children in the sample were unaffected by permissive parenting.

Table 6: *Pearson Correlation Analysis of relationship between parenting styles and personality traits among younger children.*

	Uninvolved Parenting	Democratic Parenting	Autocratic Parenting	Permissive Parenting	Personality Traits
Uninvolved Parenting	1				
Democratic Parenting	-0.67849	1			
Autocratic Parenting	0.481888	-0.55803	1		
Permissive Parenting	-0.25545	0.629723	-0.45792	1	
Personality Traits	-0.01903	0.008961	-0.00388	-0.00422	1

H4: There is relationship between parenting styles and personality traits among younger child.

Table 6 shows the Pearson correlation coefficients, which show the direction and degree of the association between many parenting methods and the younger child's personality attributes. All four parenting styles—Uninvolved (-0.019), Democratic (0.009), Autocratic (-0.004), and Permissive (-0.004)—have correlation values that are ridiculously near to zero when it comes to personality characteristics. These results indicate that the younger child's personality characteristics were not significantly related to any of the parenting techniques in the sample. We reject the fourth hypothesis (H4), which asserts that parenting methods are related to children's personality characteristics, because the correlations are weak and not

statistically significant. These findings suggest that, within the framework of this study, parenting methods do not seem to be significantly correlated with the development of personality characteristics.

4. Conclusion

The current research set out to answer the question, "How do youngsters' personality traits change when their parents use more authoritarian, democratic, or permissive approaches?" by looking at four distinct parenting styles. The study aimed to explore if these generally known parenting strategies impact the establishment of key personality traits in children by utilizing standardized questionnaires and analyzing data from 153 respondents. Nevertheless, the results demonstrated that neither the parenting techniques nor any relevant association had a statistically significant effect on the personality characteristics. The extremely low R-square values shown by all the regression models indicate that parenting methods have almost little predictive potential when it comes to personality characteristics. Similarly, there were no significant correlations shown by the Pearson correlation coefficients.

These results contradict a large body of research that has previously shown that parents have a major impact on their children's character development. Research has shown that some parenting styles, such authoritarian or democratic approaches, can have a favorable impact on children's development of good personality traits. The current study's inconclusive findings prompt important enquiries into potential mediating or moderating variables that might impact this connection. Parenting style may not be the most important factor in shaping a child's personality at such an early age as other factors such as age, cultural standards, socioeconomic status, and temperament.

These results might be explained by the fact that children's personality characteristics, especially those of younger ages, are still developing and so more influenced by environmental variables or their biology. Adolescence is a time of growing independence and internalizing family norms and expectations, both of which can amplify the impact of parenting techniques. There may be little variation in parenting approaches and the manifestations of personality traits since the sample group is homogenous or homogeneous.

Although the study did not reveal anything particularly noteworthy, it does add to the continuing conversation on how children develop and the many elements that influence their personalities. Future study should take a more comprehensive and multi-faceted approach by including other factors such peer connections, school environment, media exposure, and

genetic impacts. The long-term effects of different parenting techniques on children's personalities may be better understood with the help of longitudinal research.

Finally, it seems that additional contextual variables influence or restrict the direct impact of parenting on personality traits among younger children, even if parenting is still a crucial part of raising a kid. These results point to a complicated and subtle connection that needs to be explored further using more comprehensive theoretical and methodological approaches.

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